# Main Criteria: Modern World History-Based Writing Lessons

Secondary Criteria: Colorado Academic Standards (CAS)

Subject: Language Arts

**Grades:** 6, 7, 8

#### **Modern World History-Based Writing Lessons**

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

### **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.2.	Develop, organize, and present ideas and opinions effectively.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.2. a.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
OUTCOMES	<b>b.</b> RW.6.2.2.	Determine the meaning of words and phrases as they are used in a text, including figurative,
OUT COMES  INDICATOR  CONTENT	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
OUT COMES  INDICATOR  CONTENT AREA	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)  Reading for All Purposes

EVIDENCE OUT COMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT	RW.6.2.	Reading for All Purposes
AREA	RW.0.2.	Reading for All Fulposes
	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
AREA		Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.6.2.3. RW.6.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.6.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as

#### **Language Arts**

Grade **7** - Adopted: **201**8

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes

STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)

Language Arts		
		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	2	Deliver effective oral presentations for varied audiences and varied purposes.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)

INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.8.3.4.	conventions for grammar, usage, and mechanics as well as a style appropriate to task,

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.2.	Reading for All Purposes  Analyze organization and structure of informational text to make meaning.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze organization and structure of informational text to make meaning.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.2. c.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

		Crado 7 Adontod: 2019
		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)

CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design

STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

		Grade 8 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

## Lesson 03: Unit 2 Writing from Notes, p. 27-32

## **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.2.	Reading for All Purposes  Analyze organization and structure of informational text to make meaning.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze organization and structure of informational text to make meaning.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.2. c.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Grade <b>7</b> - Adopted: <b>2018</b>		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)

INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
	RW.7.3.	Writing and Composition
CONTENT AREA	KW.7.3.	writing and Composition
	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
AREA		Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.2. a.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.7.3.2. a. RW.7.3.2. a.i.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.7.3.2. a. RW.7.3.2. a.i. RW.7.3.2. a.ii.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Grade 8 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)

CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
	RW.8.3.	Writing and Composition  Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
AREA		Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.3.2. RW.8.3.2. a.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.8.3.2. a. RW.8.3.2. a.i.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other

INDICATOR RW.8.1. Provide a concluding statement or section that billows from and supports the information or explanation presented, (CCSS:W.8.2)  RW.8.3. Writing and Composition  RW.8.3. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  CONCEPTS  AND SRULES / EVIDENCE  OUT COMES  RW.8.3. Writing and Composition  RW.8.3. Writi			
STANDARD  RW.8.3.3. Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.  EVIDENCE PURDENCE PURDENCE a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)  INDICATOR RW.8.3. Use sylfiscs behinques (for example: allileration, onomabopoeia): figurative language (for example: simile, metaphor, personification, hypertrolly, and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  CONTENT RW.8.3.4. Writing and Composition  RW.8.3.4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  EVIDENCE OUTCOMES  EVIDENCE RW.8.3.4. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  RW.8.3.4. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)  RW.8.3.4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  CONCEPTS  AND SKILLS / EVIDENCE  OUTCOMES  EVIDENCE  CONCEPTS  RW.8.3.4. Use puncuasion (comma, ellipsis, dash) to indicate a pause or break (CCSS: L.8.2a)  INDICATOR RW.8.3.4. Use puncuasion (comma, ellipsis, dash) to indicate a pause or break (CCSS: L.8.2a)  INDICATOR RW.8.3.4. Produce clear and coherent final drafts that demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)  INDICATOR RW.8.3.4. Use puncuasion (comma, ellipsis, dash) to indicate a pause or break (CCSS: L.8.2a)  INDICATOR RW.8.3.4. Produce clear and coherent	INDICATOR		
and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.  EVIDENCE OUTCOMES  INDICATOR  FAW.8.3.3.  Use stylistic techniques (for example: alliteration, onomatipoela); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital leiters, line length, word position) to express personal or narrative voice.  CONTENT AREA  STANDARD  RW.8.3.4.  Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  CONCEPT'S AND SKILLS / EVIDENCE OUTCOMES  RW.8.3.4.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  RW.8.3.4.  ANDICATOR  RW.8.3.4.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  CONTENT AREA  STANDARD  RW.8.3.4.  Writing and Composition  Evidence Outcomes  For duce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  CONCEPT'S AND SKILLS / OUTCOMES  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  NDICATOR  RW.8.3.4.  Use punctuation, and spelling when writing. (CCSS: L.8.2)  NDICATOR  RW.8.3.4.  Use punctuation (comma, ellipsis, dash) to indicate a pause or break (CCSS: L8.2a)  DICONTENT AREA  STANDARD  RW.8.3.4.  Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  CONCEPT'S AND SKILLS / Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  Evidence		RW.8.3.	Writing and Composition
AND SKILLS   EVIDENCE OUTCOMES  RW.8.3.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)  INDICATOR  RW.8.3.3. Av.i. Use stylistic techniques (for example: alliteration, normatioposia); figurative language (for example: simle, metaphor, personification, hyperbole); and gripphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  CONTENT AREA  STANDARD  RW.8.3.4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  RW.8.3.4. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  INDICATOR  RW.8.3.4. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)  a.W.  CONTENT AREA  STANDARD  RW.8.3.4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  EVIDENCE  CONCEPT'S AND SKILLS   EVIDENCE  OUTCOMES  EVIDENCE  CONCEPT'S  AND SKILLS   EVIDENCE  OUTCOMES  RW.8.3.4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)  INDICATOR  RW.8.3.4. Use punctuation (comma, ellipsis, dash) to indicate a pause or break (CCSS: L8.2a)  EVIDENCE  CONTENT  RW.8.3.4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  EVIDENCE  EVIDENCE  OUTCOMES  EVIDENCE  CONTENT  RW.8.3.4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  EVIDENCE  EVIDENCE  EVIDENCE	STANDARD	RW.8.3.3.	and sufficient descriptive details, sensory language, logical pacing and dialogue to
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NDICATOR  RW.8.3.4. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)  RW.8.3.4. Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)  RW.8.3.4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  EVIDENCE OUTCOMES  RW.8.3.4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)  INDICATOR  RW.8.3.4. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a)  EVIDENCE OUTCOMES  RW.8.3.4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  EVIDENCE	AND SKILLS / EVIDENCE		Evidence Outcomes
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CONCEPTS AND SKILLS / EVIDENCE OUT COMES  RW.8.3.4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)  INDICATOR  RW.8.3.4. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a)  CONTENT AREA  RW.8.3.4. Writing and Composition  RW.8.3.4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes		RW.8.3.	Writing and Composition
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CONTENT AREA  RW.8.3. Writing and Composition  STANDARD RW.8.3.4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  CONCEPTS AND SKILLS / EVIDENCE  Evidence Outcomes			
STANDARD  RW.8.3.4. Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  CONCEPTS AND SKILLS / EVIDENCE	INDICATOR		Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a)
conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  CONCEPTS AND SKILLS / EVIDENCE		RW.8.3.	Writing and Composition
AND SKILLS / EVIDENCE	STANDARD	RW.8.3.4.	conventions for grammar, usage, and mechanics as well as a style appropriate to task,
	AND SKILLS / EVIDENCE		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
AREA		Pose important questions; identify, locate, and evaluate sources; extract and

### Lesson 04: Unit 2 Writing from Notes, p. 33-40

## **Colorado Academic Standards (CAS)**

Grade <b>6</b> - Adopted: <b>2018</b>				
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating		
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.		
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.		
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.		
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.		
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.		
CONTENT AREA	RW.6.1.	Oral Expression and Listening		

STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS		Evidence Outcomes
AND SKILLS / EVIDENCE OUT COMES		
EVIDENCE	RW.6.2.2. a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES EVIDENCE		Use Key Ideas and Details to:  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
EVIDENCE OUTCOMES EVIDENCE OUTCOMES	<b>a.</b> RW.6.2.2.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  Determine a central idea of a text and how it is conveyed through particular details; provide a
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR	RW.6.2.2. a.i. RW.6.2.2. a.ii.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR  CONTENT	RW.6.2.2. a.i. RW.6.2.2. a.ii.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR  CONTENT AREA	RW.6.2.2. a.i.  RW.6.2.2. a.ii.  RW.6.2.2. a.iii.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)  Reading for All Purposes
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. a.i.  RW.6.2.2. a.ii.  RW.6.2.2. a.iii.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)  Reading for All Purposes  Analyze organization and structure of informational text to make meaning.

CONTENT	RW.6.2.	Reading for All Purposes	
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STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes
OUTCOMES		
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
EVIDENCE		phrases; gather vocabulary knowledge when considering a word or phrase important to
EVIDENCE OUTCOMES	C.	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
EVIDENCE OUTCOMES CONTENT AREA	c. RW.6.3.	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)  Writing and Composition  Write informative/explanatory texts characterized by appropriate organization, ample
EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	c. RW.6.3.	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)  Writing and Composition  Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Grade <b>7</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.7.2.3.	Acquire and use accurately grade-appropriate general academic and domain-specific words and

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
	C.VI.	explanation presented. (CC33. W.1.21)
CONTENT AREA	RW.7.3.	Writing and Composition
AREA	RW.7.3.	Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.	Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.7.3.3. RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS:
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.3.  RW.7.3.3.  RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.7.3.3.  RW.7.3.3.  a.  RW.7.3.3. a.vi.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.7.3.3.  RW.7.3.3.  RW.7.3.3. a.vi.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
	RW.8.2.3.	Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
AREA		Apply knowledge of word structure, grammar, and context to determine the meaning of
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.  Evidence Outcomes  Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.8.2.3.  RW.8.2.3.  RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.  Evidence Outcomes  Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)  Use context (for example: the overall meaning of a sentence or paragraph; a word's position or
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.8.2.3. a. RW.8.2.3. a.i.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.  Evidence Outcomes  Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)  Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)  Verify the preliminary determination of the meaning of a word or phrase (for example: by checking
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.8.2.3. a. RW.8.2.3. a.i. RW.8.2.3. a.iv.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.  Evidence Outcomes  Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)  Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)  Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)

EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

## Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

# Colorado Academic Standards (CAS)

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)

INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes

STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
	RW.7.2.3.	

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	DW 7.0.4	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that
STANDARD	RW.7.3.4.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.7.3.4.	it conforms to standard conventions for grammar, usage, and mechanics, and that its
CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.4. c.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.7.3.4.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.4. c.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.7.3.4. c. RW.7.3.4. c.i.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.7.3.4. c.i. RW.7.3.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.4. c.i. RW.7.3.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade 8 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)

INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)

CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)

INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
AREA		Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.8.3.4. a. RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.8.3.4. a. RW.8.3.4. a.iv.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.8.3.4. a. RW.8.3.4. a.iv.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)  Writing and Composition  Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task,

EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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# Colorado Academic Standards (CAS)

Grade <b>6</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.6.2.1.	Use Key Ideas and Details to:
OUTCOMES	a.	
INDICATOR	a. RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
	RW.6.2.1.	
INDICATOR	RW.6.2.1. a.i.	drawn from the text. (CCSS: RL.6.1)  Determine a theme or central idea of a text and how it is conveyed through particular details;
INDICATOR	RW.6.2.1. a.i. RW.6.2.1. a.ii.	drawn from the text. (CCSS: RL.6.1)  Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)  Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how
INDICATOR  INDICATOR  INDICATOR  CONTENT	RW.6.2.1. a.i. RW.6.2.1. a.ii. RW.6.2.1. a.iii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)  Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
INDICATOR  INDICATOR  INDICATOR  CONTENTAREA	RW.6.2.1. a.i. RW.6.2.1. a.ii. RW.6.2.1. a.iii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)  Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)  Reading for All Purposes
INDICATOR  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.1. a.i. RW.6.2.1. a.ii. RW.6.2.1. a.iii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)  Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)  Reading for All Purposes  Analyze literary elements within different types of literature to make meaning.
INDICATOR  INDICATOR  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.6.2.1. a.i.  RW.6.2.1. a.ii.  RW.6.2.1. RW.6.2.1.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)  Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)  Reading for All Purposes  Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes

STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iii.	Consult reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in

Grade <b>7</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
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CONTENT AREA	RW.7.1.	Oral Expression and Listening
AREA	RW.7.1.	Oral Expression and Listening
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.1.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.1.2.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.7.1.2.  RW.7.1.2.  a.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.7.1.2.  RW.7.1.2.  RW.7.1.2.  a.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)  Reading for All Purposes  Analyze the connections between interrelated literary elements to understand literary
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.1.2.  RW.7.1.2.  RW.7.1.2.  a.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)  Reading for All Purposes  Analyze the connections between interrelated literary elements to understand literary texts.

INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iii.	Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.7.4c)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.7.5)
INDICATOR	RW.7.2.3. b.ii.	Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)
CONTENT AREA	RW.7.2.	Reading for All Purposes

STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grade <b>8</b> - Adopted: <b>2018</b>		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iii.	Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.8.4c)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.8.2.3. b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)

INDICATOR	RW.8.2.3. b.ii.	Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.ii.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b)
INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.1.	Reading for All Purposes  Analyze literary elements within different types of literature to make meaning.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze literary elements within different types of literature to make meaning.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.1. d.	Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.6.2.1. d. RW.6.2.1. d.i.	Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.2.1. d. RW.6.2.1. d.i.	Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.1. d. RW.6.2.1. d.i.	Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)

		Language Arts
		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw or that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the
	u.i.	range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	
		range. (CCSS: RL.7.10)
AREA	RW.7.2.	range. (CCSS: RL.7.10)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.2.	range. (CCSS: RL.7.10)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

#### **Language Arts**

Grade **8** - Adopted: **201**8

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
	RW.8.2.1.	Reading for All Purposes  Analyze and evaluate literary elements and an author's choices to understand literary text.
AREA		Analyze and evaluate literary elements and an author's choices to understand literary
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze and evaluate literary elements and an author's choices to understand literary text.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.  Evidence Outcomes
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.2.1. d.	Analyze and evaluate literary elements and an author's choices to understand literary text.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, at
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.8.2.1. d. RW.8.2.1. d.i.	Analyze and evaluate literary elements and an author's choices to understand literary text.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.8.2.1. d. RW.8.2.1. d.i.	Analyze and evaluate literary elements and an author's choices to understand literary text.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.8.2.1. d. RW.8.2.1. d.i.	Analyze and evaluate literary elements and an author's choices to understand literary text.  Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition

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STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE	RW.8.3.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
OUTCOMES	e.	purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	
EVIDENCE	RW.8.3.4.	purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
EVIDENCE OUTCOMES	RW.8.3.4. g.	purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
EVIDENCE OUTCOMES CONTENT AREA	RW.8.3.4. g.	purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)  Research Inquiry and Design  Pose important questions; identify, locate, and evaluate sources; extract and

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# **Colorado Academic Standards (CAS)**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.  Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.1. RW.6.2.1. d.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.2.1.	Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.1. d.	Evidence Outcomes  Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.6.2.1. d. RW.6.2.1. d.i.	Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.6.2.1. d. RW.6.2.1. d.i.	Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.1. d. RW.6.2.1. d.i.	Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.6.2.1. d. RW.6.2.1. d.i. RW.6.2.3.	Use Range of Reading and Complexity of Text to:  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)

INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.i.	Apply grade 6 Reading standards to literature (for example: "Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). (CCSS: W.6.9a)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw of that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening

RW.7.1.2. Prepare for formal presentations and use appropriate delivery techniques.

STANDARD

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)

CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Grade <b>8</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes

STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUT COMES		
	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition

STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
AREA		Pose important questions; identify, locate, and evaluate sources; extract and

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# **Colorado Academic Standards (CAS)**

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)

INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
		Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
AND SKILLS / EVIDENCE	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE		information through the selection, organization, and analysis of relevant content.
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	a. RW.7.3.2.	information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	a. RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.7.3.2. a.i. RW.7.3.2. a.ii.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4.	Choose among simple, compound, complex, and compound-complex sentences to signal
	a.ii.	differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	a.ii. RW.7.3.	differing relationships among ideas. (CCSS: L.7.1b)  Writing and Composition
AREA	RW.7.3.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.3.4.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.4.  RW.7.3.4.  c.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.7.3.4.  RW.7.3.4. c.  RW.7.3.4. c.i.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.7.3.4. RW.7.3.4. c.  RW.7.3.4. c.i.	Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its

EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Grade <b>8</b> - Adopted: <b>2018</b>		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)

CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)

INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and

### Lesson 10: Unit 4 Summarizing a Reference, p. 89-98

# Colorado Academic Standards (CAS)

Grade <b>6</b> - Adopted: <b>2018</b>				
CONTENT		Prepared Graduates in Reading, Writing, and Communicating		
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.		
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.		
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.		
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.		
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.		

CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. RW.6.2.2. a.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.2.2.	Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.2. a.	Evidence Outcomes  Use Key Ideas and Details to:  Cite textual evidence to support analysis of what the text says explicitly as well as inferences
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.6.2.2. a.i. RW.6.2.2.	Evidence Outcomes  Use Key Ideas and Details to:  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  Determine a central idea of a text and how it is conveyed through particular details; provide a
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.6.2.2. a.i. RW.6.2.2. a.ii.	Use Key Ideas and Details to:  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR  CONTENT	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2. a.iii.	Use Key Ideas and Details to:  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  INDICATOR  CONTENT AREA	RW.6.2.2. a.i. RW.6.2.2. a.ii. RW.6.2.2. a.iii.	Use Key Ideas and Details to:  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)  Reading for All Purposes

INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS /		Evidence Outcomes

EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

### **Language Arts**

Grade 7 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS I EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)

CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
AND SKILLS / EVIDENCE OUTCOMES		Produce clear and coherent writing in which the development, organization, and style are
AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE	d. RW.7.3.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	d.  RW.7.3.4. e.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	d.  RW.7.3.4. e.  RW.7.3.4. g.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	d.  RW.7.3.4. e.  RW.7.3.4. g.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)  Research Inquiry and Design  Pose research questions, synthesize answers from multiple credible sources, and

CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

		Grade 8 - Adopted: 2018
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.8.4.1. b.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

#### Lesson 11: Unit 4 Summarizing a Reference, p. 99-106

### **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS		
AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
		information through the selection, organization, and analysis of relevant content.
OUTCOMES	a. RW.6.3.2.	information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension.
OUTCOMES	RW.6.3.2. a.i.	information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
OUT COMES  INDICATOR  INDICATOR	RW.6.3.2. a.i. RW.6.3.2. a.ii.	information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR  INDICATOR	RW.6.3.2. a.i. RW.6.3.2. a.ii. RW.6.3.2. a.iii.	information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)  Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)  Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)  Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4.	Recognize variations from standard English in their own and others' writing and speaking, and
	a.v.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA		
CONTENT	a.v.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT	a.v. RW.6.3.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	a.v. RW.6.3.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	a.v.  RW.6.3.4.  RW.6.3.4.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization,
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.4.  RW.6.3.4.  RW.6.3.4.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.6.3.4.  RW.6.3.4.  b.  RW.6.3.4.  b.i.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS I EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.6.3.4.  RW.6.3.4.  b.i.  RW.6.3.4.	writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as

EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE		
OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)

Grade <b>7</b> - Adopted: <b>2018</b>			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
CONTENT AREA	RW.7.1.	Oral Expression and Listening	
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.	

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to
	C.	comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	c. RW.7.3.	
		comprehension or expression. (CCSS: L.7.6)
AREA	RW.7.3.	Comprehension or expression. (CCSS: L.7.6)  Writing and Composition  Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.	Writing and Composition  Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.3.2.	Writing and Composition  Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

#### **Language Arts**

Grade 8 - Adopted: **2018** 

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 12: Unit 4 Summarizing a Reference, p. 107-118

## **Colorado Academic Standards (CAS)**

#### **Language Arts**

Grade 6 - Adopted: 2018

CONTENT AREA

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)

INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are

EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Grade <b>7</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:

INIDICATOR		
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to
, - · · · · · · · · · · · · · · · · · ·	C.	comprehension or expression. (CCSS: L.7.6)
CONTENT	RW.7.3.	
CONTENT		comprehension or expression. (CCSS: L.7.6)
CONTENT	RW.7.3.	Comprehension or expression. (CCSS: L.7.6)  Writing and Composition  Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.	Writing and Composition  Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

#### **Language Arts**

Grade 8 - Adopted: **2018** 

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes

STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes
OUTCOMES		

EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 13: Unit 5 Writing from Pictures, p. 119-128

## **Colorado Academic Standards (CAS)**

**Language Arts** 

Grade 6 - Adopted: 2018

CONTENT AREA

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.4. a.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.4. a.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.6.3.4. a. RW.6.3.4. a.iv.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)  Recognize variations from standard English in their own and others' writing and speaking, and
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.6.3.4. a.iv. RW.6.3.4. a.iv.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  INDICATOR  CONTENT AREA	RW.6.3.4. a.iv. RW.6.3.4. a.iv. RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.4. a.iv. RW.6.3.4. a.iv. RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)  Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)  Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE	RW.6.3.4.	Produce clear and coherent writing in which the development, organization, and style are
OUTCOMES	d.	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	

Grade <b>7</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Grade <b>8</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.

CONCEPTS		
AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS		
AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
AND SKILLS / EVIDENCE OUT COMES EVIDENCE		Demonstrate command of the conventions of standard English grammar and usage
AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	<b>a.</b> RW.8.3.4.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.8.3.4. a.ii.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.8.3.4. a.ii. RW.8.3.4. a.iv.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)  Form and use verbs in the active and passive voice. (CCSS: L.8.1b)  Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

## Lesson 14: Unit 5 Writing from Pictures, p. 129-138

# Colorado Academic Standards (CAS)

Grade <b>6</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.6.2.3.	
CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.3. RW.6.2.3. c.	determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES	RW.6.2.3.	determine the meaning of new words in context.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  CONTENT	RW.6.2.3. c.	Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.6.2.3. c.	determine the meaning of new words in context.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)  Writing and Composition  Write engaging real or imagined narratives using techniques such as sensory language,
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)  Writing and Composition  Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE EVIDENCE OUTCOMES	RW.6.2.3. c. RW.6.3.3.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)  Writing and Composition  Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS:

INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
INDICATOR  CONTENT AREA		
CONTENT	a.v.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	a.v. RW.6.3.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	a.v. RW.6.3.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	a.v.  RW.6.3.4.  RW.6.3.4.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization,
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.4.  RW.6.3.4.  RW.6.3.4.	Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.6.3.4.  RW.6.3.4.  b.  RW.6.3.4.  b.i.	Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS I EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.3.4.  RW.6.3.4.  BW.6.3.4.  RW.6.3.4.  RW.6.3.4.	Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.4.  RW.6.3.4.  BW.6.3.4.  RW.6.3.4.  RW.6.3.4.	Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

Grade <b>7</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)

INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT	RW.7.2.	Deading for All Donnesses
CONTENT AREA	RVV.7.2.	Reading for All Purposes
	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
AREA		Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  CONTENT	RW.7.2.3. RW.7.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.7.2.3. RW.7.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)  Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.2.3. RW.7.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)  Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.

INDICATOR	RW.7.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)

CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Grade 8 - Adopted: 2018		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

### Lesson 15: Unit 5 Writing from Pictures, p. 139-146

## **Colorado Academic Standards (CAS)**

Grade 6 - Adopted: 2018		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)

INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.i.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
INDICATOR	RW.6.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.6.3c)
INDICATOR	RW.6.3.3. a.iv.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
INDICATOR	RW.6.3.3. a.v.	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)

EVIDENCE
OUTCOMES

RW.6.3.4. g. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

## **Colorado Academic Standards (CAS)**

		Language Arts
		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening

STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	DW 7.2.2	
	RW.7.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
INDICATOR		
INDICATOR	a.iii. RW.7.3.3.	one time frame or setting to another. (CCSS: W.7.3c)  Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS:
	a.iii.  RW.7.3.3. a.v.  RW.7.3.3.	one time frame or setting to another. (CCSS: W.7.3c)  Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for
INDICATOR	a.iii.  RW.7.3.3. a.v.  RW.7.3.3. a.vi.	one time frame or setting to another. (CCSS: W.7.3c)  Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
INDICATOR  CONTENT AREA	a.iii.  RW.7.3.3. a.v.  RW.7.3.3. a.vi.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	a.iii.  RW.7.3.3. a.v.  RW.7.3.3. a.vi.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	8	Craft narratives using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.iii.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)
INDICATOR	RW.8.3.3. a.v.	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

## **Colorado Academic Standards (CAS)**

**Language Arts** 

Grade 6 - Adopted: 2018

CONTENT AREA

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)

INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: $L.6.3$ )
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are

EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

Grade <b>7</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)

INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

EVIDENCE OUTCOMES  RW.7.3.4. Use knowledge of language and its conventions when writing, speaking, reading, or cutromes  RW.7.3.4. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L7.3a)  RW.7.3.4. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L7.3a)  RW.7.3.4. Writing and Composition  RW.7.3.4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  EVIDENCE OUTCOMES  RW.7.3.4. Produce clear and coherent writing in which the development organization, and style are appropriate to task, purpose, and audience.  EVIDENCE OUTCOMES  RW.7.3.4. Produce clear and coherent writing in which the development organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  EVIDENCE OUTCOMES  RW.7.3.4. Write numbely over extended time thames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.7.10)  CONTENT  RW.7.4. Research Inquiry and Design  RW.7.4.1. Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.  EVIDENCE OUTCOMES  RW.7.4.1. Gather relevant information from multiple print and digital sources, using search terms effectively: assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others write avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)  CONTENT  RW.7.4.1. Gather relevant information from multiple print and digital sources, using search terms effectively: assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others write avoiding plagiarism and fo			
NDICATOR  RW.7.3.4. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS:L7.3a)  RW.7.3.4. Writing and Composition  RW.7.3.4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conwentions for grammar, usage, and mechanics, and that its conforms to standard conventions of usage, and audience. (CCSS:W.7.4)  EVIDENCE  RW.7.3.4. Write routinely over extended time frames (fine for research, reflection, and revision) and shorter time frames (a single siting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS:W.7.5)  EVIDENCE  RW.7.4.1. Pose research questions, synthesize answers from multiple credible sources, and present conclusions of an appropriate format.  EVIDENCE  EVIDENCE  RW.7.4.1. Pose research questions, synthesize answers from multiple credible sources, and present conclusions of the synthesize answers from multiple credible sources, and present conclusions of the synthesize answers f	AND SKILLS / EVIDENCE		Evidence Outcomes
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INDICATOR

RW.7.4.1. c.ii. Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

## **Colorado Academic Standards (CAS)**

		Language Arts
		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening

STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

## Lesson 17: Unit 6 Summarizing Multiple References, p. 157-172

## **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
	RW.6.2.2.	Reading for All Purposes  Analyze organization and structure of informational text to make meaning.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze organization and structure of informational text to make meaning.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.2.2. c.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.2.2. c. RW.6.2.2. c.i.	Analyze organization and structure of informational text to make meaning.  Evidence Outcomes  Use Integration of Knowledge and Ideas to:  Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)

INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.

CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUTCOMES		
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
	a.vi.	explanation presented. (CCSS. W.7.21)
CONTENT AREA	RW.7.3.	Writing and Composition
AREA	RW.7.3.	Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.	Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.7.3.3. RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS:
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.3.  RW.7.3.3.  RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.7.3.3.  RW.7.3.3.  a.  RW.7.3.3. a.vi.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.7.3.3.  RW.7.3.3.  RW.7.3.3.  a.vi.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its

INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Grade 8 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
CONTENT AREA	RW.8.1.	Oral Expression and Listening	
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)	
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw or that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)	
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)	
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)	

INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
	RW.8.2.	Reading for All Purposes  Analyze and evaluate an author's choices to understand informational text.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Analyze and evaluate an author's choices to understand informational text.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.  Evidence Outcomes
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.2.2. b.	Analyze and evaluate an author's choices to understand informational text.  Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.8.2.2. b.	Analyze and evaluate an author's choices to understand informational text.  Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.8.2.2. b. RW.8.2.2. b.i.	Analyze and evaluate an author's choices to understand informational text.  Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.8.2.2. b. RW.8.2.2. b.i.	Analyze and evaluate an author's choices to understand informational text.  Evidence Outcomes  Use Craft and Structure to:  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS		Evidence Outcomes
AND SKILLS / EVIDENCE OUTCOMES		

INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS		Fridama Outcomes
AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
AND SKILLS I EVIDENCE OUT COMES  EVIDENCE		Produce clear and coherent writing in which the development, organization, and style are
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  EVIDENCE	d. RW.8.3.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
AND SKILLS I EVIDENCE OUT COMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	d.  RW.8.3.4. e.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	d.  RW.8.3.4. e.  RW.8.3.4. g.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENTAREA	d.  RW.8.3.4. e.  RW.8.3.4. g.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)  Research Inquiry and Design  Pose important questions; identify, locate, and evaluate sources; extract and

EVIDENCE OUTCOMES RW.8.4.1. b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

#### Lesson 18: Unit 6 Summarizing Multiple References, p. 173-182

## **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: Rl.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS		
AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and
OUTCOMES	RW.6.3.2. a.	information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR		
	a. RW.6.3.2.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	a.  RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
INDICATOR	a.  RW.6.3.2. a.i.  RW.6.3.2. a.ii.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR  INDICATOR	RW.6.3.2. a.ii. RW.6.3.2. a.iii. RW.6.3.2.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)  Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)  Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
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INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT		
CONTENT	a.v.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT	a.v. RW.6.3.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	a.v. RW.6.3.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	a.v.  RW.6.3.  RW.6.3.4.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization,
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.4.  RW.6.3.4.  RW.6.3.4.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.6.3.4. b.	identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.6.3.4. b.i. RW.6.3.4.	writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)  Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as

INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.6.4.1.	
CONCEPTS AND SKILLS / EVIDENCE	RW.6.4.1. RW.6.4.1. a.	resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.6.4.1.	resources, and present findings.  Evidence Outcomes  Conduct short research projects to answer a question, drawing on several sources and refocusing
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE	RW.6.4.1. a.	resources, and present findings.  Evidence Outcomes  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.6.4.1. a. RW.6.4.1. b.	Evidence Outcomes  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)
CONCEPT S AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.6.4.1. a. RW.6.4.1. b.	Evidence Outcomes  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)  Research Inquiry and Design  Pose research question(s), gather, synthesize, and credit relevant and credible
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.4.1. a. RW.6.4.1. b.	Evidence Outcomes  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)  Research Inquiry and Design  Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)

INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT	RW.8.2.	Reading for All Purposes

STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
AREA		Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.8.3.2. a.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts,
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.8.3.2. a. RW.8.3.2. a.i.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.8.3.2. a. RW.8.3.2. a.i. RW.8.3.2. a.ii.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)  Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)

CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design

STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

## Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

# Colorado Academic Standards (CAS)

Language Arts			
	Grade <b>6</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	
CONTENT AREA	RW.6.1.	Oral Expression and Listening	
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)	

INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)

INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. b.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
INDICATOR	RW.6.3.4. b.i.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD  RW.6.3.4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard comentions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  EVIDENCE FUNDENCE OUTCOMES  RW.6.3.4. Use knowledge of language and its conventions when writing, speaking, reading, or lietuning, (CCSS: L6.3)  INDICATOR RW.6.3.4. Vary senance patients for meaning, readerlistener interest and style. (CCSS: L6.3a)  CONTENT RW.6.3.4. Vary senance patients for meaning, readerlistener interest and style. (CCSS: L6.3a)  CONTENT RW.6.3.4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  CONTENT RW.6.3.4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  CONTENT RW.6.3.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to ask, purpose, and audience. (Grade specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W6.4)  EVIDENCE RW.6.3.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, evising, editing, rewriting, or typing a new approach, (CCSS: W6.4)  EVIDENCE RW.6.4. Write routinely over extended time frames (sime for breasure, reflection and audiences. (CCSS: W6.1)  CONTENT RW.6.4. Research inquiry and Design  STANDARD RW.6.4.1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  EVIDENCE RW.6.4.1. Conduct short research projects to answer a question, drawing on several sources and rebousing the impuly when appropriate. (CCSS: W6.8)  EVIDENCE RW.6.4.1. Pose research question(s), gather, synthesize, a			
AND SKILLS    EVIDENCE    FW.6.3.4. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)  BIDICATOR    FW.6.3.4. Vary semence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)  CONTENT    RW.6.3.4. Writing and Composition    RW.6.3.4. Plan, draff, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  CONTENT    EVIDENCE    OUTCOMES    EVIDENCE    FW.6.3.4. Produce clear and coherent writing in which the development organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectators for writing types are defined in grade level expectations 1 and 2 above) (CCSS: W.6.1)  EVIDENCE    FW.6.3.4. Will some guidance and support from peers and adults, develop and stengthen writing as needed by planning, revising, editing, rewining, or lying a new approach. (CCSS: W.6.5)  EVIDENCE    FW.6.3.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a gingle silling or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.6.10)  CONTENT    AREA    RW.6.4. Research Inquiry and Design    EVIDENCE    FW.6.4.1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and providing basic bibliographic information for sources. (CCSS: W.8.8)  EVIDENCE    FW.6.4.1. Conduct short research projects to answer a question, drawing on several sources and rebcusing the inquiry when appropriate (CCSS: W.6.7)  EVIDENCE    FW.6.4.1. Conduct short research projects to answer a question, drawing on several sources and rebcusing the inquiry when appropriate information for multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographi	STANDARD	RW.6.3.4.	demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
INDICATOR  RW.6.3.4. Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS:L6.3a)  CONTENT  RW.6.3.4. Writing and Composition  RW.6.3.4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  CONCEPTS  AND SKILLS! Evidence Outcomes	AND SKILLS / EVIDENCE		Evidence Outcomes
CONTENT AREA  RW.8.3. Writing and Composition  STANDARD  RW.8.3.4. Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  RW.8.3.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.8.4)  EVIDENCE RW.8.3.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.8.5)  EVIDENCE OUTCOMES  RW.8.3.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single silting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)  CONTENT RR.4. Research Inquiry and Design  STANDARD  RW.6.4.1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  EVIDENCE OUTCOMES  RW.6.4.1. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)  EVIDENCE OUTCOMES  RW.6.4.1. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic hibliographic information for sources. (CCSS: W.6.8)  CONTENT RRAA  RW.6.4.1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  EVIDENCE  CONCEPTS AND SKILLS / EVIDENCE			
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demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  CONCEPTS AND SKILLS? EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE RW.6.3.4. With some guidance and support from peers and audience, (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)  EVIDENCE RW.6.3.4. Write some guidance and support from peers and audience, (CCSS: W.6.4)  EVIDENCE RW.6.3.4. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)  CONTENT RW.6.4. Research Inquiry and Design  STANDARD  RW.6.4.1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  EVIDENCE OUTCOMES  EVIDENCE RW.6.4.1. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)  EVIDENCE RW.6.4.1. Gather relevant information from multiple print and digital sources; assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)  CONTENT RR.6.4. Research Inquiry and Design  RW.6.4.1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  EVIDENCE RW.6.4.1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  EVIDENCE EVIDENCE  EVIDENCE EVIDENCE EVIDENCE  EVIDENCE EVIDENCE  EVIDENCE EVIDENCE EVIDENCE  EVIDENCE EVIDENCE EVIDENCE  EVIDENCE EVIDENCE EVID		RW.6.3.	Writing and Composition
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DUTCOMES  d. appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)  EVIDENCE PRW.6.3.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)  EVIDENCE OUTCOMES  EVIDENCE Q. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)  CONTENT RW.6.4. Research Inquiry and Design  STANDARD  RW.6.4.1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  EVIDENCE OUTCOMES  EVIDENCE RW.6.4.1. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)  EVIDENCE RW.6.4.1. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)  CONTENT RW.6.4. Research Inquiry and Design  RW.6.4.1. Pose research question(s), gather, synthesize, and credit relevant and credible resources; and present findings.  CONCEPTS AND SKILLS (EVIDENCE)  EVIDENCE  EVIDENCE  EVIDENCE  CONCEPTS AND SKILLS (EVIDENCE)	AND SKILLS / EVIDENCE		Evidence Outcomes
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OUTCOMES  b. source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)  CONTENT AREA  RW.6.4. Research Inquiry and Design  STANDARD RW.6.4.1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  CONCEPTS AND SKILLS / EVIDENCE  Evidence Outcomes	CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	g. <b>RW.6.4.</b>	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)  Research Inquiry and Design  Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
STANDARD RW.6.4.1. Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  CONCEPTS AND SKILLS / EVIDENCE	CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	g.  RW.6.4.  RW.6.4.1.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)  Research Inquiry and Design  Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  Evidence Outcomes  Conduct short research projects to answer a question, drawing on several sources and refocusing
resources, and present findings.  CONCEPTS AND SKILLS / EVIDENCE  Evidence Outcomes	CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE	RW.6.4.1.  RW.6.4.1.  RW.6.4.1.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)  Research Inquiry and Design  Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  Evidence Outcomes  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism
AND SKILLS / EVIDENCE	CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.6.4.1.  RW.6.4.1.  RW.6.4.1.  a.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)  Research Inquiry and Design  Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  Evidence Outcomes  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)
	CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.6.4.1.  RW.6.4.1.  RW.6.4.1.  a.  RW.6.4.1.  b.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)  Research Inquiry and Design  Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.  Evidence Outcomes  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)  Research Inquiry and Design  Pose research question(s), gather, synthesize, and credit relevant and credible

EVIDENCE OUTCOMES	RW.6.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)
INDICATOR	RW.6.4.1. c.ii.	Apply grade 6 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). (CCSS: W.6.9b)

		Language Arts
Grade <b>7</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)

INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)

INDICATOR RW7.2.3.			
CONTENT AREA  RW.7.2. Reading for All Purposes  RW.7.2.3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  CONCESTS (AND SKILLS) Evidence Outcomes  FW.7.2.3. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; garbier vocabulary incowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)  CONTENT  RW.7.3. Writing and Composition  STANDARD  RW.7.3.2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal stryle.  CONCEPTS  AND SKILLS    Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  Evidence Outcomes  A	INDICATOR		
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	STANDARD	RW.7.3.3.	

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that
		it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
AND SKILLS / EVIDENCE	RW.7.3.4. c.	style is appropriate to task, purpose, and audience.
AND SKILLS / EVIDENCE OUT COMES		Style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or
AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	c.	Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.7.3.4. c.i.	Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	c. RW.7.3.4. c.i. RW.7.3.	Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	c. RW.7.3.4. c.i. RW.7.3.	Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.4.1. c.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)
INDICATOR	RW.7.4.1. c.ii.	Apply grade 7 Reading standards to literary nonfiction (for example: "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). (CCSS: W.7.9b)

Grade 8 - Adopted: 2018		
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)

CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)

INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT	RW.8.4.	Research Inquiry and Design
AREA		
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.8.4.1. RW.8.4.1. a.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.

### Lesson 20: Unit 7 Inventive Writing, p. 195-202

# Colorado Academic Standards (CAS)

Grade 6 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)

INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes
OUTCOMES		
OUTCOMES  EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE	RW.7.1.2. RW.7.1.2. a.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.7.1.2.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.7.1.2. a. RW.7.2.3.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.7.1.2. a. RW.7.2.3. RW.7.2.3.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Grade 8 - Adopted: 2018			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective	

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Lesson 21: Unit 7 Inventive Writing, p. 203-212

## **Colorado Academic Standards (CAS)**

#### **Language Arts**

Grade 6 - Adopted: 2018

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUTCOMES		
EVIDENCE	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
EVIDENCE OUT COMES EVIDENCE		technique, relevant descriptive details, and well-structured event sequences. (CCSS:
EVIDENCE OUT COMES EVIDENCE OUT COMES	a. RW.6.3.3.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example:
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	a. RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.6.3.3. a.vi.	technique, relevant descriptive details, and well-structured event sequences. (CCSs: W.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.3. a.vi.	technique, relevant descriptive details, and well-structured event sequences. (CCSs: W.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	a.  RW.6.3.3. a.vi.  RW.6.3.4.	technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: $L.6.3$ )
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

#### **Language Arts**

Grade **7** - Adopted: **2018** 

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.7.4.1. b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

### **Colorado Academic Standards (CAS)**

Grade <b>8</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
	RW.8.3.4.	Writing and Composition  Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
AREA		Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Produce clear and coherent writing in which the development, organization, and style are
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE	RW.8.3.4. d. RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.3.4. d. RW.8.3.4. e.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.8.3.4. d. RW.8.3.4. e.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)

EVIDENCE
OUTCOMES

RW.8.4.1. b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

#### Lesson 22: Unit 7 Inventive Writing, p. 213-220

## **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Grade <b>7</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and
		detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
ANEA		
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
	RW.7.3.4.	it conforms to standard conventions for grammar, usage, and mechanics, and that its
STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.4. RW.7.3.4. c.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.3.4.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.4. c.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR  CONTENT	RW.7.3.4. c. RW.7.3.4. c.i.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.7.3.4. c. RW.7.3.4. c.i.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)  Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its

EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade 8 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)

INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)

INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
• • • • • • • • • • • • • • • • • • • •	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
AREA		Pose important questions; identify, locate, and evaluate sources; extract and

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## **Colorado Academic Standards (CAS)**

		Grade 6 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)

INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.

CONCEPTS		
AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
	RW.7.2.3.	Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
AREA		Apply knowledge of word relationships, word structures, and sentence structures to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.7.2.3. RW.7.2.3. c.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.7.2.3. c. RW.7.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)  Writing and Composition  Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal

INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Grade <b>8</b> - Adopted: <b>2018</b>			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)

CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
	RW.8.3.	Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
AREA		Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS:
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.3.3.  RW.8.3.3.  RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)  Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters,
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.8.3.3. a. RW.8.3.3. a.vi.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)  Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.8.3.3. a.  RW.8.3.3. a.vi.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)  Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task,

INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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# Colorado Academic Standards (CAS)

Grade <b>6</b> - Adopted: <b>2018</b>				
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating		
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.		

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Grade <b>7</b> - Adopted: <b>2018</b>			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	

STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
AND SKILLS / EVIDENCE OUT COMES		Produce clear and coherent writing in which the development, organization, and style are
AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE	d. RW.7.3.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	d.  RW.7.3.4. e.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	d.  RW.7.3.4. e.  RW.7.3.4. g.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	d.  RW.7.3.4. e.  RW.7.3.4. g.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)  Research Inquiry and Design  Pose research questions, synthesize answers from multiple credible sources, and

		Grade <b>8</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,
		adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes

INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.8.4.1. b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

#### Lesson 25: Unit 8 Formal Essay Models, p. 239-248

## **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)

INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
	RW.7.3.	Writing and Composition  Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
AREA		Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.2. a.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.7.3.2. a. RW.7.3.2. a.i.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.7.3.2. a. RW.7.3.2. a.i. RW.7.3.2. a.ii.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.  Evidence Outcomes  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)

EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade 8 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)

INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)

INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT	RW.8.4.	Research Inquiry and Design
AREA	100.0.4.	Research inquiry and Design
	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
AREA		Pose important questions; identify, locate, and evaluate sources; extract and
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.

## Lesson 26: Unit 8 Formal Essay Models, p. 249-260

# Colorado Academic Standards (CAS)

Grade <b>6</b> - Adopted: <b>2018</b>			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.2. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
INDICATOR	RW.6.2.2. a.ii.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
INDICATOR	RW.6.2.2. a.iii.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (for example: through examples or anecdotes). (CCSS: RI.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)
INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS /		Evidence Outcomes
EVIDENCE OUTCOMES		
EVIDENCE	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
EVIDENCE OUT COMES EVIDENCE		technique, relevant descriptive details, and well-structured event sequences. (CCSS:
EVIDENCE OUT COMES EVIDENCE OUT COMES	a. RW.6.3.3.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example:
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	a. RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.6.3.3. a.vi.	technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.3. a.vi.	technique, relevant descriptive details, and well-structured event sequences. (CCSs: W.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	a.  RW.6.3.3. a.vi.  RW.6.3.4.	technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.2. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
INDICATOR	RW.7.2.2. a.iii.	Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.2.	Summarize and evaluate to show understanding of informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.7.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.7.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade 8 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.2. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.2.	Analyze and evaluate an author's choices to understand informational text.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.2. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

INDICATOR  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.2.3. a.iv.  RW.8.2.3. a.iv.  RW.8.2.3.  RW.8.2.3.  RW.8.2.3. c.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)  Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)  Writing and Composition  Write well-developed and logically organized informative/explanatory texts, conveying
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.2.3.  RW.8.2.3.  RW.8.2.3.	the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)  Reading for All Purposes  Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)  Writing and Composition
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.2.3. RW.8.2.3. c.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)  Writing and Composition
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.2.3. c.	new words and phrases in increasingly complex texts.  Evidence Outcomes  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)  Writing and Composition
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	c. RW.8.3.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)  Writing and Composition
CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE	c. RW.8.3.	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)  Writing and Composition
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE		
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts. conveying
AND SKILLS / EVIDENCE OUT COMES		relevant content through precise language, domain-specific vocabulary, and formal style.
		Evidence Outcomes
	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
	RW.8.3.4.	Writing and Composition  Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
AREA		Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task,
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
AREA STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Produce clear and coherent writing in which the development, organization, and style are
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE	RW.8.3.4. d. RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.8.3.4. d. RW.8.3.4. e.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
ST ANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.8.3.4. d. RW.8.3.4. e.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.  Evidence Outcomes  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)

EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

# Lesson 27: Unit 8 Formal Essay Models, p. 2601-266

# **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)

INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.2.	Analyze organization and structure of informational text to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.2. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.6.2.2. c.i.	Integrate information presented in different media or formats (for example: visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.i.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
INDICATOR	RW.6.3.2. a.iii.	Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)

INDICATOR	RW.6.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
INDICATOR	RW.6.3.2. a.vi.	Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition

STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
	RW.6.4.1.	Research Inquiry and Design  Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
AREA		Pose research question(s), gather, synthesize, and credit relevant and credible
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.

Grade <b>7</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
	RW.7.1.	Oral Expression and Listening  Prepare for formal presentations and use appropriate delivery techniques.
AREA		
STANDARD  CONCEPTS AND SKILLS / EVIDENCE		Prepare for formal presentations and use appropriate delivery techniques.
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	RW.7.1.2. RW.7.1.2. a.	Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	RW.7.1.2. RW.7.1.2. a.	Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.1.2. RW.7.1.2. a.	Prepare for formal presentations and use appropriate delivery techniques.  Evidence Outcomes  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
INDICATOR	RW.7.3.2. a.iii.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
INDICATOR	RW.7.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
INDICATOR	RW.7.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES	RW.7.3.3.	description, sensory language, dialogue, and logical pacing to capture the action and
CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.3. RW.7.3.3. a.	description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.7.3.3.	description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES	RW.7.3.3. a.	description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  INDICATOR	RW.7.3.3. a. RW.7.3.3. a.vi.	description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.7.3.3. a. RW.7.3.3. a.vi.	description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.3. a. RW.7.3.3. a.vi.	description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.  Evidence Outcomes  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)  Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.i.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
INDICATOR	RW.8.3.2. a.iii.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)
INDICATOR	RW.8.3.2. a.iv.	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)
INDICATOR	RW.8.3.2. a.vi.	Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters,

line length, word position) to express personal or narrative voice.

CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)

EVIDENCE OUTCOMES RW.8.4.1. b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

### Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 267-275

## **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.

CONCEPTS		
AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
INDICATOR	RW.6.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)
INDICATOR	RW.6.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
AND SKILLS / EVIDENCE	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	a. RW.6.3.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.6.3.2. a.ii.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.6.3.2. a.ii.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)  Writing and Composition  Write engaging real or imagined narratives using techniques such as sensory language,
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.6.3.2. a.ii.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)  Writing and Composition  Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.

CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design

STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Grade <b>7</b> - Adopted: <b>2018</b>			
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.	
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.	
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	
CONTENT AREA	RW.7.1.	Oral Expression and Listening	
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes	
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)	
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)	
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)	

INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS		Evidence Outcomes
AND SKILLS / EVIDENCE OUT COMES		
AND SKILLS / EVIDENCE	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE		information through the selection, organization, and analysis of relevant content.
AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	a. RW.7.3.2.	information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	a. RW.7.3.2. a.ii.	information through the selection, organization, and analysis of relevant content.  (CCSS: W.7.2)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.7.3.2. a.ii.	information through the selection, organization, and analysis of relevant content.  (CCSS: W.7.2)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)  Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.2. a.ii.	information through the selection, organization, and analysis of relevant content.  (CCSS: W.7.2)  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)  Writing and Composition  Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
INDICATOR	RW.7.3.4. a.ii.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

		Grade 8 - Adopted: 2018
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)

INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.8.2.1. a.i.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:

INDICATOR	RW.8.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4.	Produce clear and coherent writing in which the development, organization, and style are
	d.	appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	appropriate to task, purpose, and audience. (CCSS: W.8.4)  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
	RW.8.3.4.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well
OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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# **Colorado Academic Standards (CAS)**

		Grade <b>6</b> - Adopted: <b>2018</b>
CONTENT		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)

INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles
		as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)
CONTENT AREA	RW.6.2.	Reading for All Purposes

STANDARD	RW.6.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)

INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
INDICATOR	RW.6.3.4. c.ii.	Maintain consistency in style and tone. (CCSS: L.6.3b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

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		Grade <b>7</b> - Adopted: <b>2018</b>
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw or that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its
		style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		
AND SKILLS / EVIDENCE	RW.7.3.4. a.	style is appropriate to task, purpose, and audience.
AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage
AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	<b>a.</b> RW.7.3.4.	Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)  Choose among simple, compound, complex, and compound-complex sentences to signal
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	a. RW.7.3.4. a.ii.	Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	a.  RW.7.3.4. a.ii.  RW.7.3.	Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	a.  RW.7.3.4. a.ii.  RW.7.3.	Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.7.3.4. a.ii. RW.7.3.4. RW.7.3.4.	Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Use knowledge of language and its conventions when writing, speaking, reading, or

STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Grade 8 - Adopted: 2018		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)

INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

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## **Colorado Academic Standards (CAS)**

Grade <b>6</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.6.1.	Oral Expression and Listening
STANDARD	RW.6.1.1.	Employ appropriate presentation and collaboration strategies to meet the needs of a given task and purpose.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.6.1)
INDICATOR	RW.6.1.1. a.i.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
INDICATOR	RW.6.1.1. a.ii.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
INDICATOR	RW.6.1.1. a.iii.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
INDICATOR	RW.6.1.1. a.iv.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.6.2.1. a.i.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
INDICATOR	RW.6.2.1. a.ii.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)

INDICATOR	RW.6.2.1. a.iii.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)
CONTENT AREA	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.6.2.1. b.ii.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
CONTENT	RW.6.2.	Reading for All Purposes
STANDARD	RW.6.2.1.	Analyze literary elements within different types of literature to make meaning.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.6.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the
		range. (CCSS: RL.6.10)
CONTENT	RW.6.2.	range. (CCSS: RL.6.10)  Reading for All Purposes
	RW.6.2.	
AREA		Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE		Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.
AREA  STANDARD  CONCEPTS AND SKILLS I EVIDENCE OUTCOMES  EVIDENCE	RW.6.2.3.	Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.6.2.3. RW.6.2.3. a.	Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)  Use context (for example: the overall meaning of a sentence or paragraph; a word's position or
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR	RW.6.2.3. a. RW.6.2.3. a.i.	Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)  Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)  Verify the preliminary determination of the meaning of a word or phrase (for example: by checking
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  INDICATOR  CONTENT	RW.6.2.3. a. RW.6.2.3. a.i. RW.6.2.3. a.iv.	Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)  Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)  Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)
AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.6.2.3.  RW.6.2.3. a.i.  RW.6.2.3. a.iv.	Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in context.  Evidence Outcomes  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)  Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.6.4a)  Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.6.4d)  Reading for All Purposes  Apply knowledge of word relationships, word structures, and sentence structures to

EVIDENCE OUTCOMES	RW.6.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.2.	Write informative/explanatory texts characterized by appropriate organization, ample development, precise language and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2)
INDICATOR	RW.6.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.3.	Write engaging real or imagined narratives using techniques such as sensory language, dialogue, description and sequencing to convey experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.6.3)
INDICATOR	RW.6.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)
INDICATOR	RW.6.3.4. a.iv.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)
INDICATOR	RW.6.3.4. a.v.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.6.3.4. c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: $L.6.3$ )
INDICATOR	RW.6.3.4. c.i.	Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)
CONTENT AREA	RW.6.3.	Writing and Composition
STANDARD	RW.6.3.4.	Plan, draft, edit, and revise as needed to craft clear and coherent writing that demonstrates a grasp of standard conventions for grammar, usage, and mechanics as well as a style appropriate for purpose and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)
EVIDENCE OUTCOMES	RW.6.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.6.5)
EVIDENCE OUTCOMES	RW.6.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)
CONTENT AREA	RW.6.4.	Research Inquiry and Design
STANDARD	RW.6.4.1.	Pose research question(s), gather, synthesize, and credit relevant and credible resources, and present findings.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.6.4.1. a.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)
EVIDENCE OUTCOMES	RW.6.4.1. b.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

## **Colorado Academic Standards (CAS)**

## **Language Arts**

Grade <b>7</b> - Adopted: <b>2018</b>				
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating		
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.		

STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.1.	Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)
INDICATOR	RW.7.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
INDICATOR	RW.7.1.1. a.ii.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
INDICATOR	RW.7.1.1. a.iii.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
INDICATOR	RW.7.1.1. a.iv.	Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
CONTENT AREA	RW.7.1.	Oral Expression and Listening
STANDARD	RW.7.1.2.	Prepare for formal presentations and use appropriate delivery techniques.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.7.2.1. a.i.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
INDICATOR	RW.7.2.1. a.iii.	Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.1.	Analyze the connections between interrelated literary elements to understand literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.7.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.7.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (CCSS: L.7.4)
INDICATOR	RW.7.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.7.4a)
INDICATOR	RW.7.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
CONTENT AREA	RW.7.2.	Reading for All Purposes
STANDARD	RW.7.2.3.	Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.2.	Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
INDICATOR	RW.7.3.2. a.ii.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
INDICATOR	RW.7.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.7.3.4.	it conforms to standard conventions for grammar, usage, and mechanics, and that its
CONCEPTS AND SKILLS / EVIDENCE	RW.7.3.4. RW.7.3.4. a.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.7.3.4.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES	RW.7.3.4. a.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)  Choose among simple, compound, complex, and compound-complex sentences to signal
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT	RW.7.3.4. a. RW.7.3.4. a.ii.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES  EVIDENCE OUT COMES  INDICATOR  CONTENT AREA	RW.7.3.4. a. RW.7.3.4. a.ii.	it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.  Evidence Outcomes  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)  Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)  Writing and Composition  Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its

INDICATOR	RW.7.3.4. c.i.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
CONTENT AREA	RW.7.3.	Writing and Composition
STANDARD	RW.7.3.4.	Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
EVIDENCE OUTCOMES	RW.7.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.W.7.5)
EVIDENCE OUTCOMES	RW.7.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)
CONTENT AREA	RW.7.4.	Research Inquiry and Design
STANDARD	RW.7.4.1.	Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.7.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

## Colorado Academic Standards (CAS)

## **Language Arts**

Grade <b>8</b> - Adopted: <b>2018</b>		
CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	1	Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	5	Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.1.	Engage in effective collaborative discussions and analyze information presented.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.1.1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)
INDICATOR	RW.8.1.1. a.i.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
INDICATOR	RW.8.1.1. a.ii.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)
INDICATOR	RW.8.1.1. a.iii.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)
INDICATOR	RW.8.1.1. a.iv.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)
CONTENT AREA	RW.8.1.	Oral Expression and Listening
STANDARD	RW.8.1.2.	Design organized presentations incorporating key details and claims while tailored for purpose and audience.
CONCEPTS AND SKILLS /		
EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE	RW.8.1.2. a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
EVIDENCE OUT COMES		Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact,
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT	a.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA	a. RW.8.2.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)  Reading for All Purposes  Analyze and evaluate literary elements and an author's choices to understand literary
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE	a. RW.8.2.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)  Reading for All Purposes  Analyze and evaluate literary elements and an author's choices to understand literary text.
EVIDENCE OUTCOMES  EVIDENCE OUTCOMES  CONTENT AREA  STANDARD  CONCEPTS AND SKILLS / EVIDENCE OUTCOMES  EVIDENCE	a.  RW.8.2.  RW.8.2.1.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)  Reading for All Purposes  Analyze and evaluate literary elements and an author's choices to understand literary text.  Evidence Outcomes

CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.8.2.1. b.i.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.1.	Analyze and evaluate literary elements and an author's choices to understand literary text.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.2.1. d.	Use Range of Reading and Complexity of Text to:
INDICATOR	RW.8.2.1. d.i.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.2.3. a.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)
INDICATOR	RW.8.2.3. a.i.	Use context (for example: the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.8.4a)
INDICATOR	RW.8.2.3. a.iv.	Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.8.4d)
CONTENT AREA	RW.8.2.	Reading for All Purposes
STANDARD	RW.8.2.3.	Apply knowledge of word structure, grammar, and context to determine the meaning of new words and phrases in increasingly complex texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.8.2.3. c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.2.	Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.2. a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.8.2)
INDICATOR	RW.8.3.2. a.ii.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.3.	Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	RW.8.3.3. a.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)
INDICATOR	RW.8.3.3. a.vi.	Use stylistic techniques (for example: alliteration, onomatopoeia); figurative language (for example: simile, metaphor, personification, hyperbole); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.
CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)
INDICATOR	RW.8.3.4. a.i.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
INDICATOR	RW.8.3.4. a.ii.	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
INDICATOR	RW.8.3.4. a.iv.	Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)

CONTENT AREA	RW.8.3.	Writing and Composition
STANDARD	RW.8.3.4.	Produce clear and coherent final drafts that demonstrate a command of the conventions for grammar, usage, and mechanics as well as a style appropriate to task, purpose, and audience.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.3.4. d.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)
EVIDENCE OUTCOMES	RW.8.3.4. e.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS: W.8.5)
EVIDENCE OUTCOMES	RW.8.3.4. g.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)
CONTENT AREA	RW.8.4.	Research Inquiry and Design
STANDARD	RW.8.4.1.	Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.8.4.1. a.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)
EVIDENCE OUTCOMES	RW.8.4.1. b.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)